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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will separate into groups of those born on even number days and those born on odd number days. Once in those groups, they will greet one another.  **Sharing**- Sometimes it's hard to say no to a friend when they want you to do something.. How can you say no and not damage your friendship?  **Group Activity**. Correct the mistakes written on the Morning Meeting board.  **Announcements** | **Greeting**- Students will participate in category greeting (teacher calls out category and students who fit that category step forward and shake each other's hands.  **Sharing**- What can you do to make sure you do your best on today's MEAP test?  **Group Activity** .Students will play "I Have... Who Has" multiplication game.  **Announcements** | **Greeting**- Students will use Closed Eye Greeting, keeping eyes closed until they hear their name, then opening their eyes and calling on someone else whose eyes are still closed.  **Sharing**- Mrs. Parker is talking about beginning with the end in mind. Where do you see yourself at 25 and what do you think you need to do to get there?  **Group Activity**. Students will play "I Have... Who Has" multiplication game.  **Announcements** | **Greeting**- Students will do Roll Call greeting, greeting each other within a rhythmic chant (see <http://www.bainbridgeclass.com/morningmeetinggreeting.pdf> )  **Sharing**- Is it ever okay to tell a lie? Why or why not?  **Group Activity**. Students will play 2 truths/1 falsehood game, trying to guess which statement given by a classmate is false.  **Announcements** | **Greeting**- Students will do Backwards Greeting (see <http://www.bainbridgeclass.com/morningmeetinggreeting.pdf> )  **Sharing**- What are some positive things that have happened in our community this week?  **Group Activity**. Students will unscramble sentences on the board that form a paragraph.  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library--Anthony  Continue with the word “Honesty”  Students watch videos on honesty  <http://www.youtube.com/watch?v=Fx4Kiq3G86U> | Library--Essix  MEAP Testing  MATH DAY 1 | MEAP Testing  MATH DAY 2 | MEAP Testing  SOCIAL STUDIES | Continue with the word “Honesty”  Students watch videos on honesty <http://www.youtube.com/watch?v=ajfJQBbtPzk&feature=related> |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading assignment and writing assignments in their SD Notebook, Along with rubrics.**  **Students will also place scantron goal sheet in SD notebook** | **R.CM.06.03**  Students will analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing  Teacher will discuss with students what it means to “Make Inferences”  Teacher will show students a small video clip on making inferences. Students will then practice and complete 10 questions from the website on Making Inferences  Students will complete online reading questions at:  <http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&num=11&act=2&que=1>  The focus will be on **(Critical Thinking and Context Clues) are the main focus for today)**  After the video, students will complete questions from a MS Word document independently.  **Writing--**  **W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).  **Writing—**  Students will work with group creating educational lyrics on Instrumental by Ace Hood (Go N Get It)  <http://www.youtube.com/watch?v=9EluZaZ49lo&feature=related> | MEAP Testing  MATH DAY 1 | MEAP Testing  MATH DAY 2 | MEAP Testing  SOCIAL STUDIES | **R.CM.06.03**  Students will analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing  Teacher discusses Context Clues  The students will complete an online game on “Reading Strategy: Comprehension through Context Clues”  <http://www.readingcomprehensionconnection.com/cgi-bin/dpr1.pl>  **Writing--**  **W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).  **Writing—**  Students will continue working on group presentation off the instrumental music from Ace Hood Go N Get It  This must be a positive and educational writing piece.  <http://www.youtube.com/watch?v=9EluZaZ49lo&feature=related>  Teacher will observe and monitor each group and make sure all groups are on task. |
| Homework/Reading  (Mon and Wed) | Scantron Reading on students’ level—Fiction |  | Scantron Reading on students’ level--Fiction |  |  |
| Homework/Writing  (Tues and Thurs) |  | Writing on Ace Hood Instrumental (Educational lyrics) |  | Writing on Ace Hood Instrumental (Educational lyrics) |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration  *Due to MEAP testing, MEAP rally and technology class, last week's lessons were not able to be completed.* | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will distribute vocabulary worksheet to students from [www.brainpop.com](http://www.brainpop.com) . Words will be reviewed**.**  Students will view geography video about maps on brainpop.com. While viewing, students are expected to write down helpful information to help them determine the proper meaning of each word.  Students will take review quiz over video’s material. Students will be allowed to change answers so that paper may serve as study guide.  Teacher will introduce vocabulary on pg. 22 of textbook using direct instruction techniques.  Students will read pgs. 22-27 orally. As they read, students will complete reading strategy chart shown in the margin of pg. 22 | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will review with students the concepts discussed in the video the previous day.  Students will take a quiz over the map skills discussed in Tuesday’s [www.brainpop.com](http://www.brainpop.com) video. Quizzes will be corrected by students for immediate feedback and entry into SDNotebook.  Students will watch video on latitude and longitude on [www.brainpop.com](http://www.brainpop.com)  As a group, students will complete latitude/longitude activity found in the Geography 5-6 handbook.  With a partner students will complete geography riddle worksheet using latitude and longitude lines.  Students will independently find the location of several Michigan cities. They will write the absolute location (lat and long) as well as sentences that give the relative location with respect to Flint’s location on the map. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will review information from prior day regarding latitude and longitude by having students plot locations on the smartboard using [www.googleearth.com](http://www.googleearth.com) and various coordinates.  Teacher will introduce "Crack the Code" activity from National Geographic Expeditions site at <http://www.nationalgeographic.com/xpeditions/activities/01/crackcode.html> .  Students will try to solve the riddle in small groups on chart paper after writing the clues given to them on the webpage. Answers will be shared. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will introduce students to various types of landforms and bodies of water using the Geographic Dictionary found in the front of the social studies text.  Students will complete the natural characteristics worksheet from Geography Grade 5-6 book in small groups.  Teacher will review the difference between relative and absolute location using latitude and longitude and the interactive maps on <http://education.nationalgeographic.com/education/mapping/interactive-map/>  Students will write a paragraph contrasting absolute and relative location as it pertains to themselves in this classroom | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will play “epuzzle/games” at [www.twip.glencoe.com](http://www.twip.glencoe.com) to practice vocabulary for Chapter 1  Teacher will ask students to consider why if it is 3:00 in Michigan it is only 12:00 in California. If time zones are mentioned, teacher will further inquire as to why students think time zones exist around the world.  On <http://education.nationalgeographic.com/education/mapping/interactive-map/> students will explore map of global time zones  Students will complete the time zone worksheet from Geography 5-6 |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SID Notebooks.*** | * **6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.** * ***Part I (30 min)*** Students will complete Ch. 1 in the textbook on Adding and Subtracting decimals and whole numbers, place value, and ordering and comparing decimals   Students will play [www.ixl.com](http://www.ixl.com) on Ch. 1 (20 min)  Then, students will complete Enrich and Practice book worksheets (40 min)  ***Writing***  Students will explain what standard, expanded, and word form is. They must be able to give examples of each. | * **6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation**.   ***Hook:***: Play online game at [www.brainpop.com](http://www.brainpop.com)  (10 min)  **Part I:** (50 min)  Students will complete Reteach and Leveled Problem Solving book on Ch. 1  ***Writing***  Students will explain how to write the value of a number depending on the place it is in. Ex. 436,125—What’s the Value of the underlined digit= 30,000 | * **6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**   **Part I:** (60 min) Students will complete Review questions Set A,B,C,D  Review video on  [www.brainpop.com](http://www.brainpop.com)  before completing  Teacher works with students who struggle in a small group  ***Writing***  Students will explain how to compare decimals.  Example: They must be able to explain that  4.34 < 41.34  (<, >, =) | * **6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**   **Part I: (30 min)**  Students will complete Practice Test at the end of the chapter.  Students will work in groups with white boards demonstrating and explaining how they solved the problems on Practice Test Form B in Assessment Book    ***Writing:*** Students will explain how to order decimals.  Example: least to greatest  1, 1,34, 11.3, 11.39 | * **6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**   **Part 1 (30 min)**  Students will complete Chapter 1 Form A Test in the Assessment book.  The test will be placed in the SID Notebooks along with the Performance Rubric.  ***Writing:*** Students will answer open ended item for test (Teacher-made) extra credit |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration |  |  |  |  |  |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |